

THE ROLE OF IQ TESTS AND COGNITIVE ABILITIES IN MODERN LANGUAGE LEARNING

Ibrohimjon Ismoilov

2nd-year student, Karshi International University

Email: ismoilovibrohimjon18@gmail.com

Scientific Advisor: **Rakhmonova Mokhinur Zokhidovna**

Instructor of English Language Department, Karshi International University

Abstract. This thesis examines the role of IQ tests and cognitive abilities in the process of learning English as a foreign language. The main goal of the study is to analyze how different cognitive skills, such as logical thinking and working memory, influence students' language learning speed. The research problem is that traditional education often overemphasizes IQ test results while ignoring other personal factors like motivation and effort. The relevance of the topic is connected with the need to create balanced and personalized teaching methods in higher education. The results show that high cognitive ability helps in understanding complex grammar rules faster, but it does not guarantee high speaking fluency without constant practice. The thesis is based on theoretical analysis and modern literature.

Keywords: *IQ tests, cognitive abilities, language learning, working memory, logical thinking, student performance, English philology, educational psychology.*

Annotatsiya. Ushbu tezisdagi ingliz tilini ikkinchi til sifatida o'rganish jarayonida IQ testlari va kognitiv qobiliyatlarning o'rnini ko'rib chiqildi. Tadqiqotning asosiy maqsadi mantiqiy fikrlash va ishchi xotira kabi kognitiv ko'nikmalarning talabalar tomonidan tilni o'zlashtirish tezligiga ta'sirini tahlil qilishdan iboratdir. Tadqiqot muammosi an'anaviy ta'lim tizimida ko'pincha motivatsiya va mehnatsevarlik kabi omillarni e'tibordan chetda qoldirib, faqat IQ test ko'rsatkichlariga ortiqcha baho berilishi bilan izohlanadi. Dolzarbligi esa oliy ta'limda balanslashtirilgan va individual ta'lim usullarini yaratish ehtiyoji bilan bog'liq. Tadqiqot natijalari yuqori kognitiv qobiliyat murakkab grammatik qoidalarni tezroq tushunishga yordam berishini, ammo muntazam amaliyotsiz erkin so'zlashuvni to'liq ta'minlay olmasligini ko'rsatdi. Tesis ilmiy-nazariy tahlil va zamonaviy adabiyotlarga asoslangan holda tayyorlandi.

Kalit so'zlar: *IQ testlari, kognitiv qobiliyatlar, til o'rganish, ishchi xotira, mantiqiy fikrlash, talabalar o'zlashtirishi, ingliz filologiyasi, ta'lim psixologiyasi.*

Аннотация. В данном тезисе рассматривается роль тестов IQ и когнитивных способностей в процессе изучения английского языка как иностранного. Основная цель исследования заключается в анализе того, как когнитивные навыки, такие как логическое мышление и рабочая память, влияют на скорость усвоения языка студентами. Проблема исследования связана с тем, что традиционное образование часто переоценивает результаты тестов IQ, игнорируя другие личностные факторы, такие как мотивация и старание. Актуальность темы обусловлена необходимостью создания сбалансированных и индивидуализированных методов обучения в

высшем образовании. Результаты исследования показывают, что высокие когнитивные способности помогают быстрее понимать сложные грамматические правила, но не гарантируют беглость речи без постоянной практики. Тезис основан на научно-теоретическом анализе и современных источниках литературы.

Ключевые слова: *тесты IQ, когнитивные способности, изучение языков, рабочая память, логическое мышление, успеваемость студентов, английская филология, педагогическая психология.*

Introduction

In modern education, measuring students' intelligence and learning capacity has always been a key area of research. IQ (Intelligence Quotient) tests are widely used to assess logical reasoning, analytical skills, and memory. In foreign language learning, teachers and researchers often ask whether a high IQ score guarantees success in mastering English.

The relevance of this topic is explained by the need to understand how cognitive strengths affect different language skills, such as reading, writing, listening, and speaking. Traditional teaching sometimes relies too much on standardized testing without considering how individual students process information. The main aim of this research is to evaluate the influence of IQ components on English language acquisition and to determine their real value in the classroom. The study relies on theoretical literature review, comparative analysis, and academic observations. The findings help educators adapt their teaching strategies for students with diverse learning abilities.

Main Body. IQ tests measure specific cognitive functions, including analytical thinking, spatial awareness, numerical reasoning, and verbal comprehension. In the context of English philology, certain cognitive factors play a crucial role when students process new linguistic information. Research indicates that language learning involves several key cognitive operations:

1. Working Memory Capacity: Helps students remember new vocabulary and complex sentence structures during communication.
2. Analytical and Logical Thinking: Enables learners to understand abstract grammar rules and analyze text structures effectively.
3. Verbal Intelligence: Assists in discovering word patterns, understanding context, and expanding vocabulary rapidly.

While students with high IQ scores often excel at learning grammar patterns and passing written exams quickly, IQ alone does not determine overall communicative competence. Real-world communication requires social interaction, emotional adaptability, and practical usage, which traditional IQ tests do not measure. However, relying solely on IQ tests creates notable challenges in foreign language teaching. Students with average IQ scores frequently achieve native-like fluency through high motivation, active immersion, and consistent practice. Therefore, cognitive measurement tools should serve as diagnostic aids to personalize learning rather than definitive indicators of a student's ultimate potential.

Conclusion

Analyzing the relationship between IQ tests and language learning reveals that cognitive abilities significantly support analytical tasks like grammar comprehension and reading analysis. However, a high IQ score is only one of many factors contributing to language mastery.

Recommendations for Teachers: Use cognitive assessment tools to identify student strengths and tailor instruction accordingly. Avoid labeling students based on standardized test results and focus on communicative practice.

Recommendations for Students: Develop working memory and problem-solving skills through active reading and vocabulary exercises. Rely on consistent practice and immersion rather than focusing only on test scores. In general, combining cognitive development with interactive language practice ensures a comprehensive approach to mastering English in modern academic settings.

References

1. Gardner, H. (2011). *Frames of Mind: The Theory of Multiple Intelligences*. Basic Books.
2. Skehan, P. (1998). *A Cognitive Approach to Language Learning*. Oxford University Press.
3. Sternberg, R. J. (2002). *Successful Intelligence in the Classroom*. *Theory Into Practice*, 41(3), 158-164.
4. Educational Testing Service (ETS) – Research on Cognitive Ability and Language Learning: <https://www.ets.org>